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ABSTRACT

This task analysis guide is intended to help teachers and adminstrators develop instructional materials and implement competency-based education in the course, Life Management Skills II. Section I contains a validated task inventory for this course. For each task, applicable information pertaining to performance and enabling objectives and criterion-referenced measures is provided. Eighteen content/concept areas are categorized under these major headings: wardrobe management, resource management, home management, food management, and family management. Section 2 provides a description of the Home Economics Education Consumer and Homemaking programs. These materials follow: a description of the course and a course content outline. The instructional topics within the course content outline have been cross-referenced with corresponding task/competency codes from the task inventory in Section 1. (YLB)

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LIFE MANAGEMENT SKILLS II:

TASK ANALYSES

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COMPETENCY-BASED
CBE
EDUCATION

GUIDE APPLICATION

This guide has been prepared for use in developing and selecting instructional aids to implement the following competency-based program and course:

Program	Course
Consumer and Homemaking (CIP 20.0101)	Life Management Skills II (8240)

Because of the nonpaid occupational nature of this program, no specific career, occupational, or vocational application of consumer and homemaking competencies appears in this guide. The program and course described in this publication are not linked to specific or related job titles in the Dictionary of Occupational Titles.

For additional information regarding this program or course or other related offerings, please contact:

Home Economics Education Service
Virginia Department of Education
P.O. Box 6Q
Richmond, Virginia 23216

LIFE MANAGEMENT SKILLS II

TASK ANALYSES

Developed by

Home Economics Education Service
Virginia Department of Education
Richmond, Virginia 23216

Produced by

Virginia Vocational Curriculum and Resource Center
Henrico County Public Schools
Department of Vocational and Community Education
Glen Allen, Virginia 23060

1988

FOREWORD

In the next decade, businesses and industries in Virginia will require large numbers of skilled workers. Therefore, vocational education at the secondary and postsecondary levels will have the responsibility of preparing individuals for a variety of occupations.

Through competency-based education (CBE), students will gain the preparation necessary for their entry into the work force in Virginia. Also, CBE will enhance articulation of students between vocational programs and levels of education. Finally, CBE can help retrain workers who have been displaced in the work force because of changing technology.

This guide will serve to assist teachers and administrators in developing instructional materials which meet the needs of students and industry and comply also with the Virginia CBE standards for vocational and adult education.

S. John Davis
Superintendent of Public Instruction

Lydia M. Bell, Director
Vocational Program Services
Virginia Department of Education

ACKNOWLEDGMENTS

Life Management Skills II Task Analyses is a result of the efforts of many home economics educators and state staff. Originally drafted as an instructional resource guide to support Consumer and Homemaking I, II, and III, the curriculum materials progressed through several revisions as the courses themselves underwent changes in design. These revisions, initiated by Carolyn Driver, former Associate Director of the Home Economics Service, and Lorna S. Bouldin, Supervisor, and drafted by Anne Ashby, home economics teacher, Daniel Morgan Middle School, Winchester, proved invaluable to this effort.

Life Management Skills II Task Analyses in its present form was developed by Dr. Julia Miller, Virginia State University. The final publication process was managed by Dr. Kay B. Brown, Supervisor of Curriculum Development, Virginia Department of Education. The guide was edited and produced by the Virginia Vocational Curriculum and Resource Center, administered by Henrico County Public Schools, Department of Vocational and Community Education:

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INTRODUCTION

This task analyses guide is designed to be used in combination with the Home Economics Education Service Area Resource in order to implement competency-based education in the course, Life Management Skills II. The service area resource contains information that pertains to all programs within the Home Economics area; the sections of that publication are entitled Occupational Information, Student Organization (FHA), Classroom Management Systems, and Recording Systems. This task analyses guide contains the task inventory, program and course descriptions, and content outline for the specific course in Life Management Skills II. Detailed instructions for combined use of these two publications are contained within the service area resource.

Using the Task Analyses

Section 1 of the task analyses guide contains a validated task inventory for Life Management Skills II. For each task, applicable information pertaining to performance and enabling objectives and criterion-referenced measures is included. Space is provided for the teacher to add instructional activities and aids that best fit the needs of the students enrolled.

Section 2 provides a description of the Home Economics Education Consumer and Homemaking programs. This is followed by a description of the course and a course content outline. The instructional topics within the course content outline have been cross-referenced with corresponding task/competency codes from the task inventory in Section 1. The course outline also indicates the applicable sections of other resources available through the Home Economics Education Service.

It is suggested that the Section 2 course content outline, as well as the outline contained in the task analyses guide for Life Management Skills I, be reviewed initially in order that an instructional sequence may be determined. Instructional planning and

implementation may then proceed through referral to the Section I task/competency sheet noted beside each instructional topic within the outline.

SECTION 1

TASK INVENTORY

One of the major characteristics of competency-based education (CBE) is that the course content is based upon actual jobs or tasks performed by the worker. In Virginia, the Department of Education has established standards for competency-based education. According to these standards, competencies must be role-relevant and based upon appropriate research. This standard states:

> Role-relevant competencies that include standards are identified and stated.
>
> The competencies with standards will be identified through V-TECS, IDECC, and other appropriate research. Advisory Committees should be used to review competencies and standards. Competencies in the affective domain will be included. Role-relevant competencies for occupational preparation programs are those that specifically relate to the occupation for which the student is being prepared as well as to the personal needs of the student. Role-relevant competencies are related also to orientation, exploration, and/or industrial arts experiences which have been identified for students.

Therefore, role-relevant jobs or tasks, called competencies in CBE, must be identified and validated before instructional materials are developed and subsequent instruction takes place.

Instead of dealing with tasks to be performed in a paid occupation, Life Management Skills involves knowledge and skills necessary to function as an independent member of the community, concentrating instruction on strategies to meet basic needs of individuals and to enhance the quality of life. In place of published data identifying task/competencies in this area, it was necessary to rely on professional judgment as to what constitutes necessary achievements.

The standards in Life Management Skills may not reflect the same kind of precise measurement as in job-oriented vocational programs, because many task/competencies are linked to the uniqueness of the individual learner and her or his value system.

The task list contained in this task analyses guide is based on the following:

1. The review and selection of appropriate competency-based materials developed by other states and systems
2. Interviews with former students
3. Input from home economics and curriculum specialists.

Based upon the information collected and reviewed from the available sources indicated, a task inventory was prepared.

The task analysis sheets in Section I are arranged by content/concept area. No attempt has been made to sequence the instruction, as the sequence is subject to local option. Information contained on each sheet is as follows:

1. The task/competency for a given content/concept area which provides orientation for students
2. Program and course application information
3. Performance and enabling objectives for instructional materials development.

Because of the wide range of grade levels on which the course is taught, suggested instructional activities and aids are not included in the task inventory. A blank framework is provided for each task competency for the teacher's convenience in noting and organizing these materials and activities.

TASK INVENTORY FOR

LIFE MANAGEMENT SKILLS II

CONTENT/CONCEPT AREAS

1. SELECTING CLOTHING AND ACCESSORIES
2. MAINTAINING CLOTHING AND ACCESSORIES
3. IMPLEMENTING CONSUMER DECISIONS IN CONSTRUCTING AND PURCHASING CLOTHING
4. MANAGING FINANCIAL AND PERSONAL RESOURCES
5. MEETING HOUSING AND TRANSPORTATION NEEDS
6. MAINTAINING HOUSING INTERIORS, FURNISHINGS, AND ACCESSORIES
7. MEETING NUTRITIONAL AND DIETARY NEEDS
8. PREPARING TO COOK AND SERVE MEALS
9. SELECTING AND PURCHASING GROCERIES
10. PREPARING FRUITS AND VEGETABLES
11. PREPARING BREADS AND CEREALS
12. PREPARING EGG AND DAIRY PRODUCTS
13. PREPARING MEAT, FISH, AND POULTRY
14. PREPARING DESSERTS AND SNACKS
15. PRESERVING FOOD
16. CARING FOR INFANTS AND CHILDREN
17. CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME
18. MANAGING INTERPERSONAL RELATIONSHIPS

CONTENT/CONCEPT AREA

1. SELECTING CLOTHING AND ACCESSORIES

TASKS/COMPETENCIES

1.1 Apply art and design concepts to wardrobe planning and purchasing

1.2 Apply selection criteria to wardrobe planning and purchasing

1.3 Select fibers and fabrics based on their characteristics

1.4 Use textile labeling information for selection and care of clothing

----------Application----------

CONTENT/CONCEPT

1. SELECTING CLOTHING AND ACCESSORIES

PROGRAM

CONSUMER AND HOMEMAKING

TASK/COMPETENCY

1.1 Apply art and design concepts to wardrobe planning and purchasing

COURSE

Life Management Skills II (8240)

1.1

PERFORMANCE OBJECTIVE

P.1.1 Given resources and materials, apply the principles of art and design to wardrobe planning and purchasing by selecting items that illustrate specific purposes. The clothing selected must meet the criteria identified on an "Applying Art and Design Checklist" provided by the instructor.

SELECTED ENABLING OBJECTIVES

E1.1.1 Examine principles and elements of art and design.

E1.1.2 Identify the effects of art principles (balance, proportion, harmony, rhythm, and emphasis) on a garment and the way a person looks.

E1.1.3 Identify the effects of art elements (color, line, texture) on a garment and the way a person looks.

E1.1.4 Explain how design elements can convey various moods.

E1.1.5 Identify the four basic figure types.

CRITERION-REFERENCED MEASURE

C1.1 Instructor-provided checklist, all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

1. SELECTING CLOTHING AND ACCESSORIES

TASK/COMPETENCY

1.2 Apply selection criteria to wardrobe planning and purchasing

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

1.2

PERFORMANCE OBJECTIVE

P1.2 Given clothing needs, budget amount, catalogs, magazines, and newspaper advertisements, apply selection criteria to wardrobe planning and purchasing by choosing items for a specified age, purpose, climate, and cost.

SELECTED ENABLING OBJECTIVES

E1.2.1 Plan personal wardrobe needs.

E1.2.2 State clothing needs of specific age groups.

E1.2.3 Explore current costs of clothing.

E1.2.4 Define consumer terms related to clothing, textiles, and the marketplace.

E1.2.5 Identify marketplaces.

E1.2.6 Identify consumer rights, responsibilities, and protections.

E1.2.7 Describe buying tips and factors for wise selections in clothing and accessories.

CRITERION-REFERENCED MEASURE

C1.2 Selections made according to instructor-prepared written guidelines.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

1. SELECTING CLOTHING AND ACCESSORIES

TASK/COMPETENCY

1.3 Select fibers and fabrics based on their characteristics

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

1.3

PERFORMANCE OBJECTIVE

P1.3 Given fiber and fabric samples from each of the two main classifications of textiles and a list of characteristics, select fibers based on specified characteristics with 100% accuracy.

SELECTED ENABLING OBJECTIVES

E1.3.1 Identify two classifications of fibers.

E1.3.2 Identify characteristics of various textile fibers.

E1.3.3 Compare and contrast advantages and disadvantages of different fibers, according to their generic and trade-marked names.

E1.3.4 Examine samples of fabrics and practice testing procedures for each to determine characteristics and fiber content.

E1.3.5 Describe the two main types of yarns (filament and spun).

E1.3.6 Distinguish among the four processes used to make fabrics (felting, bonding, weaving, and knitting).

E1.3.7 Demonstrate the three basic weaving patterns (plain, twill, and satin).

E1.3.8 Explain the methods used to produce stretch fabrics.

E1.3.9 Identify fabric finishes and their characteristics.

CRITERION-REFERENCED MEASURE

C1.3 Fiber and fabric selection, 100% accuracy required.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

1. SELECTING CLOTHING AND ACCESSORIES

TASK/COMPETENCY

1.4 Use textile labeling information for selection and care of clothing

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

1.4

PERFORMANCE OBJECTIVE

P1.4 Given charts, basic information, and assignments related to mandatory or voluntary information for labels and hang tags, use this textile labeling information for selection and care of clothing. Assignment sheets related to labels or hang tags must be completed according to criteria provided by the teacher.

SELECTED ENABLING OBJECTIVES

E1.4.1 Identify various regulations governing clothing and textile products.

E1.4.2 Differentiate between mandatory and voluntary textile labeling information.

E1.4.3 Analyze common terms used on care labels.

E1.4.4 Test garments for performance of finishes and care guidelines as specified on identified labels.

E1.4.5 Assess the role of textile labeling information on personal consumer purchase.

CRITERION-REFERENCED MEASURE

C.1.4 Assignment sheets completed according to instructor's criteria.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT AREA

2. MAINTAINING CLOTHING AND ACCESSORIES

TASKS/COMPETENCIES

2.1 Select appropriate clothing alterations

2.2 Fit garment for alterations

2.3 Alter clothing

CONTENT/CONCEPT

2. MAINTAINING CLOTHING AND ACCESSORIES

TASK/COMPETENCY

2.1 Select appropriate clothing alterations

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

2.1

PERFORMANCE OBJECTIVE

P2.1 Given clothing in need of alteration, information related to correcting fitting problems, and specific problems in need of correction, select appropriate clothing alterations. Alterations selected must conform with written guidelines provided.

SELECTED ENABLING OBJECTIVES

E2.1.1 Review basic clothing construction techniques related to alterations.

E2.1.2 Explain what to look for in fitting garments on individuals.

E2.1.3 Identify various fitting techniques that can be used to correct fitting problems.

E2.1.4 Examine garments in need of alterations on specific individuals to determine unusual fitting problems.

E2.1.5 Outline step-by-step procedures for correcting identified fitting problems.

CRITERION-REFERENCED MEASURE

C2.1 Alterations selected to conform with instructor-provided written guidelines.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

2. MAINTAINING CLOTHING AND ACCESSORIES

TASK/COMPETENCY

2.2 Fit garment for alterations

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

2.2

PERFORMANCE OBJECTIVE

P2.2 Given access to a garment modeled by a person, tape measure, pins, tailor's chalk, sewing gauge, and other appropriate tools, fit garment for alterations. Fitting should allow enough ease for comfort and freedom of movement, should be on straight of grain, and should conform to body contours of individual.

SELECTED ENABLING OBJECTIVES

E2.2.1 Explain two major principles that serve as guides to solutions with fitting problems (overfitting and grain).

E2.2.2 Explain the importance of one standing, sitting, reaching, bending, and walking when a garment is being fitted.

E2.2.3 Demonstrate how to mark a garment during fitting.

E2.2.4 Identify areas of garment that often need to be adjusted.

E2.2.5 Point out specific alterations needed for identified garment.

CRITERION-REFERENCED MEASURE

C2.2 Garment fitted for alterations:
a. allowing ease and freedom of movement
b. conforming to straight of grain of fabric
c. conforming to individual's body contours.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

2. MAINTAINING CLOTHING AND ACCESSORIES

TASK/COMPETENCY

2.3 Alter clothing

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

2.3

PERFORMANCE OBJECTIVE

P2.3 Given clothing in need of alterations and sewing equipment and tools, alter clothing. Alterations performed must be neat in appearance, and conform to specifications provided by the teacher.

SELECTED ENABLING OBJECTIVES

E2.3.1 Outline procedures for performing specific alterations.

E2.3.2 Demonstrate skill in the following general procedures for alterations:
- pinning
- marking
- ripping
- re-pinning
- basting, stitching, pressing.

CRITERION-REFERENCED MEASURE

C2.3 Alterations neatly performed, rated acceptable according to instructor-prepared specifications.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT AREA

3. IMPLEMENTING CONSUMER DECISIONS IN CONSTRUCTING AND PURCHASING CLOTHING

TASKS/COMPETENCIES

3.1 Use appropriate construction techniques for selected operations

3.2 Compare construction techniques used on commercially and noncommercially sewn garments

3.3 Analyze cost of ready-to-wear garments

CONTENT/CONCEPT

3. IMPLEMENTING CONSUMER DECISIONS IN CONSTRUCTING AND PURCHASING CLOTHING

TASK/COMPETENCY

3.1 Use appropriate construction techniques for selected operations

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

3.1

PERFORMANCE OBJECTIVE

P3.1 Given necessary resources, patterns, fabric, supplies, and equipment, use appropriate construction techniques for selected operations: darts, tucks and pleats, facings and interfacings, buttons and buttonholes, pockets, hem finishes, other finishes and decorative techniques, linings, sleeves, and collars. Performance of each operation must be judged acceptable according to checklist based on methods specified by the instructor.

SELECTED ENABLING OBJECTIVES

E3.1.1 Select pattern and fabric for garment construction.

E3.1.2 Prepare pattern and fabric for garment construction.

E3.1.3 Outline step-by-step procedures for the following:

a. stitching and pressing darts, tucks and pleats
b. attaching facings and interfacings
c. attaching buttons and buttonholes
d. attaching pockets
e. finishing hems and other areas as appropriate
f. using decorative techniques
g. inserting linings
h. inserting sleeves
i. attaching collars.

CRITERION-REFERENCED MEASURE

C3.1 Construction techniques judged acceptable according to instructor-prepared checklist for each operation.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

3. IMPLEMENTING CONSUMER DECISIONS IN CONSTRUCTING AND PURCHASING CLOTHING

TASK/COMPETENCY

3.2 Compare construction techniques used on commercially and non-commercially sewn garments

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

3.2

PERFORMANCE OBJECTIVE

P3.2 Given guidelines, resources, and garments, compare construction techniques used on commercially and non-commercially sewn garments. Performance must be rated acceptable according to a list of characteristics for each type of garment, provided by the instructor.

SELECTED ENABLING OBJECTIVES

E3.2.1 Explain various construction techniques used on commercially and non-commercially sewn garments.

E3.2.2 Compare construction techniques used on personal and teacher-made fabric samples and garments.

E3.2.3 Examine construction techniques used on various types of commercially sewn garments.

E3.2.4 Identify various construction techniques used with different fabrics and style of garments that are commercially and non-commercially sewn.

CRITERION-REFERENCED MEASURE

C3.2 Comparison of commercial and noncommercial garment construction techniques, rated acceptable according to instructor-provided list of characteristics.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

3. IMPLEMENTING CONSUMER DECISIONS IN CONSTRUCTING AND PURCHASING CLOTHING

TASK/COMPETENCY

3.3 Analyze cost of ready-to-wear garments

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

3.3

PERFORMANCE OBJECTIVE

P3.3 Given sample ready-to-wear garments and other necessary information, analyze the cost of each garment according to construction techniques used, fit, fabric used, care required, type of store in which the garment was purchased, and method of payment used. Analysis must be judged 80% accurate according to instructor-prepared written guidelines.

SELECTED ENABLING OBJECTIVES

E3.3.1 Identify different types of retail stores (independent, specialty, department, discount, mail-order, chain, etc.) and compare their pricing of similar types of garments.

E3.3.2 Explain the relationship between cost and quality of construction.

E3.3.3 Give reasons why garments of the same size and style but different prices may vary in the way they fit.

E3.3.4 Relate cost of a garment to its fabric and care requirements.

E3.3.5 Identify methods of buying on credit and determine the advantages and disadvantages of credit to the consumer.

E3.3.6 Evaluate and compare on-sale garments to similar non-sale items.

E3.3.7 Compare costs of various national brands of clothing.

E3.3.8 Analyze cost of garments according to their intended use (for example, evening dress, business suit, school outfit, children's play clothes).

CRITERION-REFERENCED MEASURE

C3.3 Cost of ready-to-wear garments analyzed with 80% accuracy according to instructor-prepared written guidelines.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT AREA

4. MANAGING FINANCIAL AND PERSONAL RESOURCES

TASKS/COMPETENCIES

4.1 Explain or demonstrate banking operations

4.2 Explain procedures for obtaining and using credit

4.3 Set up and maintain household records

4.4 Use effective buying practices

----------Application----------

CONTENT/CONCEPT

4. MANAGING FINANCIAL AND PERSONAL RESOURCES

PROGRAM

CONSUMER AND HOMEMAKING

TASK/COMPETENCY

4.1 Explain or demonstrate banking operations

COURSE

Life Management Skills II (8240)

4.1

PERFORMANCE OBJECTIVE

P4.1 Given basic information and resources, explain or demonstrate banking operations. Performance must be evidenced through the completion of instructor-prepared assignment sheets with a minimum of 80% accuracy.

SELECTED ENABLING OBJECTIVES

P4.1.1 Match terms associated with using banking services to correct definitions.

P4.1.2 Explain function of a bank.

P4.1.3 List steps involved in opening a checking account.

P4.1.4 Explain advantages of a checking account.

P4.1.5 Identify types of check endorsements.

P4.1.6 Explain how to stop payment on a check.

P4.1.7 Select from a list the items that should be included on a check.

P4.1.8 Write a check and a deposit slip.

P4.1.9 Reconcile a bank statement.

CRITERION-REFERENCED MEASURE

C4.1 Banking assignment sheets, 80% accuracy required.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

----------Application----------

CONTENT/CONCEPT

4. MANAGING FINANCIAL AND PERSONAL RESOURCES

PROGRAM

CONSUMER AND HOMEMAKING

TASK/COMPETENCY

4.2 Explain procedures for obtaining and using credit

COURSE

Life Management Skills II (8240)

4.2

PERFORMANCE OBJECTIVE

P4.2 Given case situations and other resources, explain procedures for obtaining and using credit. Performance must be rated 80% accurate on assignment sheets and tests provided by the instructor.

SELECTED ENABLING OBJECTIVES

P4.2.1 List the types and sources of credit.

P4.2.2 Distinguish between the advantages and disadvantages of using credit.

P4.2.3 Examine types of sales credit and sound credit practices.

P4.2.4 Identify factors that affect the amount of credit interest.

P4.2.5 Complete a sample credit application.

P4.2.6 Evaluate credit rating.

P4.2.7 Calculate cost of credit.

CRITERION-REFERENCED MEASURE

C4.2 Credit assignment sheets and tests, 80% accuracy required.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

4. MANAGING FINANCIAL AND PERSONAL RESOURCES

TASK/COMPETENCY

4.3 Set up and maintain household records

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

4.3

PERFORMANCE OBJECTIVE

P4.3 Given basic information and resources, set up and maintain two personally selected types of simulated household records for a period of time specified by the instructor. Records must be set up according to guidelines provided and maintained with 100% accuracy according to the additional information given.

SELECTED ENABLING OBJECTIVES

E4.3.1 List various types of household records such as financial records, various inventories, maintenance/repair records, meal/menu files, etc.

E4.3.2 Outline steps in setting up a household record-keeping system.

E4.3.3 Determine various ways of using the computer for household record keeping.

E4.3.4 Evaluate various computer programs/software for household record keeping.

E4.3.5 Compare the advantages and disadvantages of maintaining household records with and without a computer.

CRITERION-REFERENCED MEASURE

C4.3 Two types of simulated household records set up according to instructor-provided guidelines and maintained with 100% accuracy for specified period of time.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

----------Application----------

CONTENT/CONCEPT

4. MANAGING FINANCIAL AND PERSONAL RESOURCES

PROGRAM

CONSUMER AND HOMEMAKING

TASK/COMPETENCY

4.4 Use effective buying practices

COURSE

Life Management Skills II (8240)

4.4

PERFORMANCE OBJECTIVE

P4.4 Given case situations involving consumer buying and a review of the decision-making process, use effective buying practices by deciding whether to buy the described items and if so, how the purchase should be completed. Decisions and explanations of the purchasing process must be rated acceptable according to instructor-provided written evaluation guidelines based on the steps of the decision-making process.

SELECTED ENABLING OBJECTIVES

E4.4.1 List characteristics of a wise consumer.

E4.4.2 Outline factors that affect consumer spending.

E4.4.3 Arrange in order steps in the decision-making process for one to use when employing buying practices.

E4.4.4 Explain the advantages of advertising for the consumer.

E4.4.5 Examine types of consumer fraud and sources of consumer protection.

E4.4.6 Discuss important concepts pertaining to contracts.

E4.4.7 Arrange in order steps in making a consumer complaint.

E4.4.8 Distinguish between planned and impulse buying.

CRITERION-REFERENCED MEASURE

C4.4 Buying decisions made and explained according to instructor-prepared written guidelines.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

TASK INVENTORY FOR

5. MEETING HOUSING AND TRANSPORTATION NEEDS

CONTENT/CONCEPT AREAS

5.1 Relate personal and family needs to housing satisfaction

5.2 Select housing through use of decision-making skills

5.3 Design personal and family living space

5.4 Investigate future housing needs of individuals and families according to predicted societal changes

5.5 Select mode of transportation

5.6 Explain procedures for maintaining an automobile

CONTENT/CONCEPT

5. MEETING HOUSING AND TRANSPORTATION NEEDS

TASK/COMPETENCY

5.1 Relate personal and family needs to housing satisfaction

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

5.1

PERFORMANCE OBJECTIVE

5.1 Given a review of basic information and resources on housing, relate personal and family needs to housing satisfaction by creating a portfolio of housing designs that meet personal and family needs. Portfolio must be rated acceptable according to an instructor-prepared checklist based on guidelines provided.

SELECTED ENABLING OBJECTIVES

E5.1.1 Describe the influence of physical, social, and psychological needs on housing choices.

E5.1.2 Explore the concept of the human need for shelter from a historical perspective.

E5.1.3 Examine the influence of architecture of the past on current housing design.

E5.1.4 Categorize housing designs from a historical perspective.

E5.1.5 Compare and contrast effects of shifts in geographical population on housing needs and demands.

CRITERION-REFERENCED MEASURE

C5.1 Instructor-prepared checklist, all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

5. MEETING HOUSING AND TRANSPORTATION NEEDS

TASK/COMPETENCY

5.2 Select housing through use of decision-making skills

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

5.2

PERFORMANCE OBJECTIVE

P5.2 Given newspapers, a review of decision-making steps, and other resources on housing decisions, select housing through the use of decision-making skills. Each step of the decision-making process must be followed, and selection must be rated acceptable according to written criteria provided by the teacher.

SELECTED ENABLING OBJECTIVES

E5.2.1 Describe the relationships among needs, goals, values, and housing decisions.

E5.2.2 Explain how the steps in decision making can be used in making housing decisions.

E5.2.3 Identify the advantages and disadvantages of buying versus renting a home.

CRITERION-REFERENCED MEASURE

C5.2 Housing selection rated acceptable according to teacher-provided written criteria; all steps in decision-making process followed.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

5. MEETING HOUSING AND TRANSPORTATION NEEDS

TASK/COMPETENCY

5.3 Design personal and family living space

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

5.3

PERFORMANCE OBJECTIVE

P5.3 Given information and assignment sheets, design personal and family living space by completing each assignment sheet according to instructions provided.

SELECTED ENABLING OBJECTIVES

E5.3.1 Review human needs for space.

E5.3.2 Review principles of art and design concepts.

E5.3.3 Evaluate space requirements for individuals and families with special needs (disabled, elderly, etc.).

E5.3.4 Select from a list of guidelines to be used in arranging contents of living space.

E5.3.5 Select from a list of factors to consider when choosing furniture and appliances.

E5.3.6 Identify periods and styles of furniture.

E5.3.7 Select floor, wall, lighting, and window treatments.

E5.3.8 Compare price and quality of floor, wall, lighting, and window treatments.

E5.3.9 Arrange contents of identified living areas.

CRITERION-REFERENCED MEASURE

C5.3 Assignment sheets completed according to instructions provided.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

5. MEETING HOUSING AND TRANSPORTATION NEEDS

TASK/COMPETENCY

5.4 Investigate future housing needs of individuals and families according to predicted societal changes

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

5.4

PERFORMANCE OBJECTIVE

P5.4 Given resources on the future of housing and case studies of individuals and families of the future, investigate future housing needs of individuals and families according to predicted societal changes through evaluation of each case study. Evaluations must follow instructor-provided guidelines and be judged accurate according to resources used.

SELECTED ENABLING OBJECTIVES

E5.4.1 Outline factors in the 20th century that have had an impact on housing needs.

E5.4.2 Compare and contrast changing current and predicted future lifestyles and housing needs.

E5.4.3 Identify current and future trends in types of housing, housing design, construction methods, and new materials.

E5.4.4 Examine effects of current and predicted population changes on the housing market.

E5.4.5 Examine the influence of high technology on the housing industry and homes of the future.

CRITERION-REFERENCED MEASURE

C5.4 Case study evaluations judged accurate according to resources used.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

5. MEETING HOUSING AND TRANSPORTATION NEEDS

TASK/COMPETENCY

5.5 Select mode of transportation

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

5.5

PERFORMANCE OBJECTIVE

P5.5 Given information on public and private transportation, select mode of transportation. Transportation must meet individual and/or family needs based on availability, economy, and convenience.

SELECTED ENABLING OBJECTIVES

E5.5.1 Define public and private transportation.

E5.5.2 Outline personal and family needs for public and private transportation.

E5.5.3 Identify public and private transportation available in the community.

E5.5.4 Compare the advantages and disadvantages of public versus private transportation.

E5.5.5 Examine economy, convenience, and scheduling of public and private transportation.

CRITERION-REFERENCED MEASURE

C5.5 Mode of transportation meeting individual/family needs for availability, economy, and convenience.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

5. MEETING HOUSING AND TRANSPORTATION NEEDS

TASK/COMPETENCY

5.6 Explain procedures for maintaining an automobile

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

5.6

PERFORMANCE OBJECTIVE

P5.6 Given needed materials on car maintenance and a family case study, explain the procedures for maintaining an automobile in safe driving condition by outlining a schedule of tasks to be performed by the family in the case study. All significant tasks included in the materials provided must be included.

SELECTED ENABLING OBJECTIVES

E5.6.1 Identify maintenance tasks that improve the interior and exterior of an automobile.

E5.6.2 Identify service tasks to keep an automobile running well.

E5.6.3 Outline day-to-day tasks that one can employ to ensure simple care of an automobile.

E5.6.4 Examine available resources for obtaining service for an automobile.

CRITERION-REFERENCED MEASURE

C5.6 Schedule of automobile maintenance tasks, accurate according to materials provided.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT AREA

6. MAINTAINING HOUSING INTERIORS, FURNISHINGS, AND ACCESSORIES

TASKS/COMPETENCIES

6.1 Use consumer information to arrange household services and repairs

6.2 Apply paint to selected surfaces

6.3 Alter curtains or draperies

6.4 Frame and hang pictures or needlework

6.5 Demonstrate hand and machine quilting techniques

----------Application----------

CONTENT/CONCEPT

6. MAINTAINING HOUSING INTERIORS, FURNISHINGS, AND ACCESSORIES

PROGRAM

CONSUMER AND HOMEMAKING

TASK/COMPETENCY

6.1 Use consumer information to arrange household services and repairs

COURSE

Life Management Skills II (8240)

6.1

PERFORMANCE OBJECTIVE

P6.1 Given resources for consumer information and a list of services and repairs, use consumer information to arrange for the household services and repairs listed in a written plan. Plan must meet criteria related to cost, convenience, and reliability according to guidelines presented in class.

SELECTED ENABLING OBJECTIVES

E6.1.1 Define and give examples of household services.

E6.1.2 Compare the costs of professional and "do-it-yourself" common household repairs.

E6.1.3 Evaluate warranties and service/repair plans for major appliances and electronic equipment.

E6.1.4 Interpret and compare advertisements for various household repair and service businesses.

E6.1.5 List factors that influence decisions regarding household services and repairs.

E6.1.6 Outline procedures for simple household maintenance tasks such as cleaning/replacing air conditioning or heating vents and filters, caulking seams or cracks in/around ceramic or fiberglass fixtures, and basic wiring or plumbing repairs.

CRITERION-REFERENCED MEASURE

C6.1 Written plan arranging household services and repairs that meets criteria of cost, convenience, and reliability according to instructor-provided guidelines.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

----------Application----------

CONTENT/CONCEPT

6. MAINTAINING HOUSING INTERIORS, FURNISHINGS, AND ACCESSORIES

PROGRAM

CONSUMER AND HOMEMAKING

TASK/COMPETENCY

6.2 Apply paint to selected surfaces -

COURSE

Life Management Skills II (8240)

6.2

PERFORMANCE OBJECTIVE

P6.2 Given samples of various surfaces and types of paint, apply paint to selected surfaces according to demonstration provided. Both procedure and results must be rated acceptable according to an instructor-provided checklist.

SELECTED ENABLING OBJECTIVES

E6.2.1 Identify various household interior and exterior surface materials.

E6.2.2 Explain the purposes of different types of paints and stains.

E6.2.3 Explain or demonstrate how to prepare various surfaces for painting.

E6.2.4 Demonstrate uses of rollers and different types and sizes of brushes.

E6.2.5 Identify and follow safety precautions associated with liquid and spray paints and various stains.

E6.2.6 Examine paint charts and identify complementary and contrasting colors.

CRITERION-REFERENCED MEASURE

C6.2 Instructor-provided checklist, all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

6. MAINTAINING HOUSING INTERIORS, FURNISHINGS, AND ACCESSORIES

TASK/COMPETENCY

6.3 Alter curtains or draperies

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

6.3

PERFORMANCE OBJECTIVE

P6.3 Given a sample curtain or drapery panel, alter as specified according to directions or demonstration provided by the instructor. Altered panel must conform to specified measurements and style.

SELECTED ENABLING OBJECTIVES

E6.3.1 Demonstrate procedure for accurate measurement of windows.

E6.3.2 Identify various styles of draperies and curtains.

E6.3.3 Identify and describe the use of various drapery rods.

E6.3.4 Outline procedures for shortening various types of curtains and draperies.

E6.3.5 Decrease the width of selected curtain or drapery panels.

E6.3.6 Apply the principles of design to drapery alterations.

CRITERION-REFERENCED MEASURE

C6.3 Curtain or drapery panel altered to conform to specified measurement or style.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

----------Application----------

CONTENT/CONCEPT

6. MAINTAINING HOUSING INTERIORS, FURNISHINGS, AND ACCESSORIES

PROGRAM

CONSUMER AND HOMEMAKING

TASK/COMPETENCY

6.4 Frame and hang pictures or needlework

COURSE

Life Management Skills II (8240)

6.4

PERFORMANCE OBJECTIVE

P6.4 Given a painting, drawing, poster, photograph, or piece of needlework and necessary framing supplies, frame and hang the item provided. Performance must be rated acceptable according to an instructor-provided checklist for the type of picture or needlework given.

SELECTED ENABLING OBJECTIVES

E6.4.1 Explain or demonstrate how canvas and various needlework fabrics are stretched for framing.

E6.4.2 Explain or demonstrate the process of matting pictures or needlework.

E6.4.3 Describe methods of protecting the art and needlework from dirt and moisture damage.

E6.4.4 Apply principles of art to frame and mat selection.

E6.4.5 Apply principles of design to placement of framed items.

E6.4.6 Attach appropriate hangers or wire to a frame.

E6.4.7 Construct and finish a simple frame.

CRITERION-REFERENCED MEASURE

C6.4 Instructor-provided checklist, all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

----------Application----------

CONTENT/CONCEPT

6. MAINTAINING HOUSING INTERIORS, FURNISHINGS, AND ACCESSORIES

PROGRAM

CONSUMER AND HOMEMAKING

TASK/COMPETENCY

6.5 Demonstrate hand and machine quilting techniques

COURSE

Life Management Skills II (8240)

6.5

PERFORMANCE OBJECTIVE

P6.5 Given instructions and necessary fabrics, supplies, and equipment, demonstrate hand and machine quilting techniques according to the instructions provided. Results must be rated acceptable according to an instructor-provided checklist.

SELECTED ENABLING OBJECTIVES

E6.5.1 Examine and compare various quilting patterns.

E6.5.2 Demonstrate quilting stitches.

E6.5.3 Identify materials used for quilting, filling, and backing.

E6.5.4 Compare hand and machine quilted products.

E6.5.5 Apply principles of art and design to selection of a quilting pattern.

E6.5.6 Describe proper care and storage of quilts.

E6.5.7 Investigate other traditional crafts such as weaving, pottery, and woodcarving.

CRITERION-REFERENCED MEASURE

C6.5 Instructor-provided checklist, all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT AREA

7. MEETING NUTRITIONAL AND DIETARY NEEDS

TASKS/COMPETENCIES

7.1 Evaluate nutritional needs for variou stages of development and activity

7.2 Evaluate nutritional value of daily menus

----------Application----------

CONTENT/CONCEPT

7. MEETING NUTRITIONAL AND DIETARY NEEDS

PROGRAM

CONSUMER AND HOMEMAKING

TASK/COMPETENCY

7.1 Evaluate nutritional needs for various stages of development and activity

COURSE

Life Management Skills II (8240)

7.1

PERFORMANCE OBJECTIVE

P7.1 Given information on food nutrients, basic food groups, exercise, and body requirements for food, evaluate nutritional needs for various stages of development and activity. Evaluation must be rated acceptable according to guidelines provided by the teacher.

SELECTED ENABLING OBJECTIVES

E7.1.1 Examine information about the relationship of good nutrition during various stages of development throughout the life cycle and during physical activity.

E7.1.2 Relate poor eating habits during various stages of development to physical, emotional, and social stress.

E7.1.3 Discuss factors determining the quantity of nutrients needed daily and the types of foods eaten to receive nutrients at various ages and stages of development.

E7.1.4 Assess personal food habits, nutrient intake, exercise patterns and health status.

E7.1.5 Develop an exercise plan and keep a weekly progress chart.

E7.1.6 Explain how diet influences aging and senility in the human body.

E7.1.7 Develop diets for people with special needs at various stages of development.

CRITERION-REFERENCED MEASURE

C7.1 Evaluation rated acceptable according to instructor-provided guidelines.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

----------Application----------

CONTENT/CONCEPT

7. MEETING NUTRITIONAL AND DIETARY NEEDS

PROGRAM

CONSUMER AND HOMEMAKING

TASK/COMPETENCY

7.2 Evaluate nutritional value of daily menus

COURSE

Life Management Skills II (8240)

7.2

PERFORMANCE OBJECTIVE

P7.2 Given a recall sheet and information on nutrition and the basic food groups, evaluate daily menus for nutritional value of each food consumed. The food group(s) for each item must be identified, and each meal must be evaluated in terms of the basic food group standards.

SELECTED ENABLING OBJECTIVES

E7.2.1 List the basic food groups and give examples of foods found in each group.

E7.2.2 Categorize foods according to food groups, using textbook or magazine illustrations.

E7.2.3 Identify basic food groups, using sample menus.

E7.2.4 Examine charts or other materials on the basic food groups to determine recommended number of daily servings of each food group for teenagers.

E7.2.5 Examine sample menus to determine if meals meet basic food group standards for an adequate teenager's diet.

E7.2.6 Identify the nutritional value of various types of snacks and fast food.

CRITERION-REFERENCED MEASURE

C7.2 Daily menus evaluated for nutritional value according to established food group standards.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT AREA

8. PREPARING TO COOK AND SERVE MEALS

TASKS/COMPETENCIES

8.1 Plan meals based on a specified budget

8.2 Sharpen cutlery

8.3 Maintain cleanliness and sanitation

CONTENT/CONCEPT

8. PREPARING TO COOK AND SERVE MEALS

TASK/COMPETENCY

8.1 Plan meals based on a specified budget

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

8.1

PERFORMANCE OBJECTIVE

P8.1 Given a specified budget and number of persons to be served, plan three meals that conform to nutritional guidelines provided. Each meal should differ in food selection or type of service, and the cost of each meal must fall within the budget specified.

SELECTED ENABLING OBJECTIVES

E8.1.1 Plan meals according to occasion or type of service.

E8.1.2 Evaluate the nutritional value of selected menus.

E8.1.3 List factors that affect the cost of various food items.

E8.1.4 Compare the cost of meals planned for different types of service such as family-style, buffet, outdoor barbecue, etc.

E8.1.5 Suggest techniques for saving money at the grocery store.

E8.1.6 Establish grocery budgets for families or groups consisting of varying numbers of people, ages, incomes, and lifestyles.

CRITERION-REFERENCED MEASURE

C8.1 Three meals planned to conform to specified budget and nutritional guidelines, each differing in food selection or type of service.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

8. PREPARING TO COOK AND SERVE MEALS

TASK/COMPETENCY

8.2 Sharpen cutlery

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

8.2

PERFORMANCE OBJECTIVE

P8.2 Given a selection of knives and appropriate equipment, sharpen the cutlery. Blades must be of uniform sharpness along their length and must not be damaged; all safety precautions must be observed.

SELECTED ENABLING OBJECTIVES

E8.2.1 Identify proper use of selected knives.

E8.2.2 Identify materials used in making knife blades and handles.

E8.2.3 Compare the quality of knives made from various materials.

E8.2.4 Outline procedures for carving various cuts of meat and poultry.

E8.2.5 Compare methods of hand and machine sharpening of cutlery.

E8.2.6 Explain proper care and storage of cutlery.

E8.2.7 Demonstrate safety procedures associated with the use, care, storage, and sharpening of knives.

CRITERION-REFERENCED MEASURE

C8.2 Cutlery sharpened safely to achieve uniform sharpness along length of blade with no damage.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

8. PREPARING TO COOK AND SERVE MEALS

TASK/COMPETENCY

8.3 Maintain cleanliness and sanitation

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

8.3

PERFORMANCE OBJECTIVE

P8.3 Given a review of cleanliness and sanitation requirements and necessary supplies and equipment, maintain cleanliness and sanitation of food preparation area as assigned. Performance will be evaluated periodically according to an instructor-provided checklist for the assigned activity.

SELECTED ENABLING OBJECTIVES

E8.3.1 Wash and dry tableware and cookware.

E8.3.2 Store tableware and cooking utensils

E8.3.3 Store leftovers.

E8.3.4 Clean table and counter areas.

E8.3.5 Clean interior and exterior of kitchen cabinets.

E8.3.6 Clean appliances and cooking equipment.

E8.3.7 Dispose of garbage.

CRITERION-REFERENCED MEASURE

C8.3 Instructor-provided checklist, all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT AREA

9. SELECTING AND PURCHASING GROCERIES

TASKS/COMPETENCIES

9.1 Select for purchase meat, fish, and poultry

9.2 Select fresh fruits and vegetables for purchase

CONTENT/CONCEPT

9. SELECTING AND PURCHASING GROCERIES

TASK/COMPETENCY

9.1 Select for purchase meat, fish, and poultry

Application

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

9.1

PERFORMANCE OBJECTIVE

P9.1 Given a meal plan including animal protein foods, and access to a grocery store, select the meat, fish, and poultry for purchase. The food products must be of sufficient quantity and quality to meet the meal plan and the consumer's preference, must not fall below government standards of inspection and grading, must be the most economical of comparable brands, and must be packaged in clean, damage-free packaging.

SELECTED ENABLING OBJECTIVES

E9.1.1 Define broiler, fryer, capon, roaster, stewer, duck, and turkey.

E9.1.2 Define fin fish, shellfish, dressed fish, fillet, and shucked.

E9.1.3 Define marbling, USDA grades, variety meats, cured, and smoked.

E9.1.4 Prepare guidelines for selecting meat, fish, and poultry.

E9.1.5 Identify different cuts and types of meats and seafood.

E9.1.6 Determine cost per serving of meat, fish and poultry.

E9.1.7 Compare different cuts of meat that can be used for the same purpose.

CRITERION-REFERENCED MEASURE

C9.1 Meat, fish, or poultry selected for specified plan, meeting criteria stated for the meal, customer preference, government grading standards, economy, and packaging.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

9. SELECTING AND PURCHASING GROCERIES

TASK/COMPETENCY

9.2 Select fresh fruits and vegetables for purchase

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

9.2

PERFORMANCE OBJECTIVE

P9.2 Given a market order and access to a grocery store, select for purchase fresh fruits and vegetables. Selected items must be fresh as evidenced by being firm, free of bruises and blemishes, and bright in color; and the price must be most economical to obtain desired quality and quantity.

SELECTED ENABLING OBJECTIVES

E9.2.1 Define and give examples of citrus, melon, pomes, berry, drupes, and tropical fruits.

E9.2.2 Classify vegetables according to the part of the plant from which they come. Include examples for bulbs, flower or fruit, leaves and stems, roots or tubers, and seeds.

E9.2.3 Make a chart of guidelines for selecting good quality fruits and vegetables. Considerations to be included are color, shape, texture, size, weight, and aroma.

E9.2.4 Classify various types of fruits according to type and nutritive value.

E9.2.5 Compare price and quality of three available fresh fruits and vegetables in and out of season.

E9.2.6 List the three "best buys" in fruits and vegetables advertised locally and include price per unit. Compare prices with other students' lists.

E9.2.7 List examples of vegetarian menus.

CRITERION-REFERENCED MEASURE

C9.2 Fresh fruits and vegetables selected to meet following criteria:

a. firmness
b. freedom from bruises and blemishes
c. brightness of color
d. most economical choice for desired quantity and quality

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

TASK INVENTORY FOR

10. PREPARING FRUITS AND VEGETABLES

CONTENT/CONCEPT AREAS

10.1 Prepare salads using fruits and vegetables

10.2 Prepare uncooked salad dressings

10.3 Prepare fruits and vegetables by braising or baking

10.4 Prepare fruits and vegetables by broiling and microwaving

10.5 Prepare fruits and vegetables by deep frying, pan-frying, or sauteing

10.6 Prepare casseroles using fruits and vegetables

10.7 Prepare dehydrated fruits and vegetables

10.8 Prepare fresh fruit and vegetable juices

CONTENT/CONCEPT

10. PREPARING FRUITS AND VEGETABLES

TASK/COMPETENCY

10.1 Prepare salads using fruits and vegetables

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

10.1

PERFORMANCE OBJECTIVE

P10.1 Given recipes, ingredients, and supplies, prepare a salad using fruits and vegetables according to the recipes provided. Results must be rated acceptable according to instructor-provided criteria for the type of salad assigned.

SELECTED ENABLING OBJECTIVES

E10.1.1 Interpret various recipes for salads using fruits and vegetables.

E10.1.2 Outline specific steps for preparing certain types of fruits and vegetables for salads.

E10.1.3 Classify ingredients used in various fruit and vegetable salads according to nutritive value.

E10.1.4 Explain how to serve fruit and vegetable salads attractively.

CRITERION-REFERENCED MEASURE

C10.1 Fruit and vegetable salad prepared according to recipe; results rated acceptable according to instructor-provided criteria for assigned type of salad.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

10. PREPARING FRUITS AND VEGETABLES

TASK/COMPETENCY

10.2 Prepare uncooked salad dressings

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

10.2

PERFORMANCE OBJECTIVE

P10.2 Given recipe and ingredients, prepare an uncooked salad dressing which would be appropriate for a specific type of salad. Dressing must be rated acceptable according to a checklist provided by the teacher.

SELECTED ENABLING OBJECTIVES

E10.2.1 Identify basic ingredients for salad dressings.

E10.2.2 Explain preparation techniques for uncooked dressings.

E10.2.3 Select appropriate dressings for various types of salads.

E10.2.4 Identify proper ways to serve salad dressings.

E10.2.5 Identify storage procedures for salad dressings.

CRITERION-REFERENCED MEASURE

C10.2 Instructor-provided checklist, all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

10. PREPARING FRUITS AND VEGETABLES

TASK/COMPETENCY

10.2 Prepare uncooked salad dressings

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

10.2

PERFORMANCE OBJECTIVE

P10.2 Given recipe and ingredients, prepare an uncooked salad dressing which would be appropriate for a specific type of salad. Dressing must be rated acceptable according to a checklist provided by the teacher.

SELECTED ENABLING OBJECTIVES

E10.2.1 Identify basic ingredients for salad dressings.

E10.2.2 Explain preparation techniques for uncooked dressings.

E10.2.3 Select appropriate dressings for various types of salads.

E10.2.4 Identify proper ways to serve salad dressings.

E10.2.5 Identify storage procedures for salad dressings.

CRITERION-REFERENCED MEASURE

C10.2 Instructor-provided checklist, all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

10. PREPARING FRUITS AND VEGETABLES

TASK/COMPETENCY

10.3 Prepare fruits and vegetables by braising or baking

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

10.3

PERFORMANCE OBJECTIVE

P10.3 Given recipe, ingredients, and equipment, prepare a fruit or a vegetable by braising or baking. The fruit or vegetable must be thoroughly cooked, but not mushy, must retain its natural color and shape, and prepared according to the recipe.

SELECTED ENABLING OBJECTIVES

E10.3.1 Explain the effect baking has on fruits and vegetables.

E10.3.2 Explain the effect braising has on fruits and vegetables.

E10.3.3 Identify desirable characteristics of cooked fruits and vegetables.

E10.3.4 Explain how to maintain the nutrients in vegetables and fruits when cooking.

E10.3.5 Identify how to serve fruit and vegetable dishes attractively.

CRITERION-REFERENCED MEASURE

C10.3 Fruit or vegetable braised or baked according to recipe; thoroughly cooked but not mushy, retaining its natural color and shape.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

----------Application----------

CONTENT/CONCEPT

10. PREPARING FRUITS AND VEGETABLES

PROGRAM

CONSUMER AND HOMEMAKING

TASK/COMPETENCY

10.4 Prepare fruits and vegetables by broiling and microwaving

COURSE

Life Management Skills II (8240)

10.4

PERFORMANCE OBJECTIVE

P10.4 Given vegetables, fruits, recipes, and access to necessary supplies and equipment, prepare fruits and vegetables by broiling and microwaving according to the proper recipe. Finished fruits and vegetables must be firm and evenly browned.

SELECTED ENABLING OBJECTIVES

E10.4.1 Outline procedures for broiling and microwaving fruits and vegetables.

E10.4.2 Explain how broiling affects fruits and vegetables.

E10.4.3 Explain how to select fruits and vegetables for broiling and microwaving, considering nutritional value, price, and convenience.

E10.4.4 Explain how to maintain nutrients of fruits and vegetables when broiling and microwaving.

CRITERION-REFERENCED MEASURE

C10.4 Fruits and vegetables broiled and microwaved according to recipes; results firm and evenly browned.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

10. PREPARING FRUITS AND VEGETABLES

TASK/COMPETENCY

10.5 Prepare fruits and vegetables by deep frying, pan-frying, or sauteing

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

10.5

PERFORMANCE OBJECTIVE

P10.5 Given fruits and vegetables and access to ingredients, prepare fruits and vegetables by deep frying, pan-frying, or sauteing. The fruits and vegetables must be lightly browned, crisp, easy to cut, and not mushy; retain their original cut shape; and must not be greasy.

SELECTED ENABLING OBJECTIVES

E10.5.1 Define deep frying, pan-frying, and sauteing.

E10.5.2 Select fruits and vegetables for deep frying, pan frying, or sauteing.

E10.5.3 Identify characteristics of quality fried products.

CRITERION-REFERENCED MEASURE

C10.5 Fruits and vegetables deep-fried, pan-fried, or sauteed; resulting product crisp, easy to cut, not mushy, lightly browned, not greasy, and with original cut shapes retained.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

10. PREPARING FRUITS AND VEGETABLES

TASK/COMPETENCY

10.6 Prepare casseroles using fruits and vegetables

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

10.6

PERFORMANCE OBJECTIVE

P10.6 Given a recipe and access to ingredients and supplies, prepare a casserole using fruits or vegetables. The fruit or vegetable must retain its natural color; be crisp, not mushy in texture; and be prepared according to the recipe.

SELECTED ENABLING OBJECTIVES

E10.6.1 Identify various fruit and vegetable casseroles.

E10.6.2 Identify techniques for casserole preparation by microwave oven.

E10.6.3 Recall the preparation of white sauces.

E10.6.4 Develop criteria for attractive vegetable casseroles.

CRITERION-REFERENCED MEASURE

C10.6 Fruit or vegetable casserole prepared according to recipe; fruits or vegetables to retain their natural color and be crisp, not mushy.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

10. PREPARING FRUITS AND VEGETABLES

TASK/COMPETENCY

10.7 Prepare dehydrated fruits and vegetables

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

10.7

PERFORMANCE OBJECTIVE

P10.7 Given dehydrated fruits and vegetables and access to ingredients and equipment, prepare dehydrated fruits and vegetables according to written instructions. The fruits and vegetables must be easy to cut, but not mushy, and must retain their shape.

SELECTED ENABLING OBJECTIVES

E10.7.1 Define dehydrated.

E10.7.2 Identify fruits and vegetables that can be dehydrated.

E10.7.3 Explain step-by-step process to prepare dehydrated fruits and vegetables.

CRITERION-REFERENCED MEASURE

C10.7 Dehydrated fruits and vegetables prepared according to written instructions; resulting product easy to cut but not mushy, with original shape retained.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

10. PREPARING FRUITS AND VEGETABLES

TASK/COMPETENCY

10.8 Prepare fresh fruit and vegetable juices

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

10.8

PERFORMANCE OBJECTIVE

P10.8 Given recipes, all ingredients, and necessary supplies, prepare fresh fruit and vegetable juices. Juices must be prepared according to the recipe and rated acceptable by the teacher, based on guidelines presented in class.

SELECTED ENABLING OBJECTIVES

E10.8.1 Classify fruits and vegetables that can be used to prepare juices.

E10.8.2 Describe two methods of preparing fresh fruit and vegetable juices.

E10.8.3 Demonstrate various methods of extracting juice from vegetables and fruits.

CRITERION-REFERENCED MEASURE

C10.8 Fresh juices prepared according to recipe, rated acceptable according to teacher-provided guidelines.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT AREA

11. PREPARING BREADS AND CEREALS

TASKS/COMPETENCIES

11.1 Prepare fruit and nut breads

11.2 Prepare yeast breads

11.3 Prepare cooked cereal

11.4 Prepare a pasta product

CONTENT/CONCEPT

11. PREPARING BREADS AND CEREALS

TASK/COMPETENCY

11.1 Prepare fruit and nut breads

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

11.1

PERFORMANCE OBJECTIVE

P11.1 Given a recipe and access to the ingredients and equipment, prepare a fruit and/or nut bread. All applicable items on instructor's prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E11.1.1 Compare fruit and nut bread recipes, including different varieties and variations of basic recipes.

E11.1.2 Outline the basic procedure used in preparing quick breads, including cornbread muffins, biscuits, and fruit and nut breads.

E11.1.3 Identify proper storage methods for quick bread.

E11.1.4 List step-by-step mixing procedures.

E11.1.5 Select supplies needed for making fruit and nut breads, including baking pan(s), measuring cups and spoons, mixing bowls and spoon, rubber spatula, and cooling rack.

CRITERION-REFERENCED MEASURE

C11.1 Instructor-prepared checklist, all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

11. PREPARING BREADS AND CEREALS

TASK/COMPETENCY

11.2 Prepare yeast breads

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

11.2

PERFORMANCE OBJECTIVE

P11.2 Given recipes, principles of yeast breadmaking, and ingredients, prepare one recipe of rolls, sweet rolls, or loaf bread. The bread product must be rated acceptable according to instructor-prepared checklist.

SELECTED ENABLING OBJECTIVES

E11.2.1 Identify different types and forms of yeast breads and state when they are used.

E11.2.2 Explain the function of each basic ingredient in yeast bread.

E11.2.3 Identify preparation techniques for yeast bread.

E11.2.4 Identify types of flour used in breadmaking.

E11.2.5 Explain techniques for shaping yeast breads.

E11.2.6 Identify characteristics of a quality bread product.

E11.2.7 Identify serving and storage techniques for yeast bread products.

CRITERION-REFERENCED MEASURE

C11.2 Instructor-prepared checklist, all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

11. PREPARING BREADS AND CEREALS

TASK/COMPETENCY

11.3 Prepare cooked cereal

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

11.3

PERFORMANCE OBJECTIVE

P11.3 Given uncooked cereal and access to ingredients, measuring cups, a saucepan with lid, and a stirring spoon, prepare a cooked cereal. The cooked cereal must form a soft gel, have a smooth texture, be free of lumps, and not pasty.

SELECTED ENABLING OBJECTIVES

E11.3.1 Name the nutrients in cereals and grain products.

E11.3.2 Identify the various types of cooked cereals on the market (instant, quick cooking, and regular cereal).

E11.3.3 Describe how to store cereals and grains.

E11.3.4 Explain how to prepare cereal using the microwave oven.

CRITERION-REFERENCED MEASURE

C11.3 Cooked cereal that forms a soft gel, has a smooth texture, is free of lumps, and not pasty.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

11. PREPARING BREADS AND CEREALS

TASK/COMPETENCY

11.4 Prepare a pasta product

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II

11.4

PERFORMANCE OBJECTIVE

P11.4 Given recipe, ingredients, and necessary supplies and equipment, prepare a pasta product. Procedure for preparing pasta must be judged acceptable according to an instructor-prepared list.

SELECTED ENABLING OBJECTIVES

E11.4.1 Define pasta and identify examples.

E11.4.2 Identify cooking methods for pastas.

E11.4.3 Identify uses of pastas.

E11.4.4 Explain microwave cooking methods of pastas.

CRITERION-REFERENCED MEASURE

C11.4 Instructor-prepared checklist, all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT AREA

12. PREPARING EGG AND DAIRY PRODUCTS

TASKS/COMPETENCIES

12.1 Prepare egg-thickened dressings and sauces

12.2 Whip cream

12.3 Prepare soft or hard meringue

12.4 Prepare cheese dishes

CONTENT/CONCEPT

12. PREPARING EGG AND DAIRY PRODUCTS

TASK/COMPETENCY

12.1 Prepare egg-thickened dressings and sauces

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

12.1

PERFORMANCE OBJECTIVE

P12.1 Given a recipe, access to the ingredients, and needed equipment, make an egg-thickened dressing or sauce such as mayonnaise or hollandaise sauce. The dressing or sauce must have a sheen, be smooth and creamy, and must not curdle.

SELECTED ENABLING OBJECTIVES

E12.1.1 Identify methods of preparing mayonnaise.

E12.1.2 Identify methods of preparing hollandaise sauce.

E12.1.3 Compare commercially-packaged mayonnaise and hollandaise sauce with those prepared in the foods laboratory.

E12.1.4 Explain how to store dressings and sauces properly.

CRITERION-REFERENCED MEASURE

C12.1 Egg-thickened dressing or sauce that has a sheen, is smooth and creamy, and does not curdle.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

12. PREPARING EGG AND DAIRY PRODUCTS

TASK/COMPETENCY

12.3 Prepare soft or hard meringue

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

12.3

PERFORMANCE OBJECTIVE

P12.3 Given a recipe and access to ingredients and necessary equipment, prepare soft or hard meringue. The meringue must be light, smooth, and prepared according to the recipe.

SELECTED ENABLING OBJECTIVES

E12.3.1 Define soft meringue and hard meringue.

E12.3.2 Identify causes for failure in meringue preparation.

E12.3.3 Identify the uses for soft and hard meringue.

E12.3.4 Explain the procedure for preparing meringue.

CRITERION-REFERENCED MEASURE

C12.3 Soft or hard meringue that is light, smooth, and prepared according to the recipe.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

12. PREPARING EGG AND DAIRY PRODUCTS

TASK/COMPETENCY

12.4 Prepare cheese dishes

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

12.4

PERFORMANCE OBJECTIVE

P12.4 Given the principles and methods of cheese cookery and a recipe, prepare a cheese dish. Performance must be rated acceptable according to an instructor-prepared checklist for the type of dish prepared.

SELECTED ENABLING OBJECTIVES

E12.4.1 Identify various types of cheeses.

E12.4.2 Compare and contrast the use of various types of cheese in preparing different dishes.

E12.4.3 Analyze proper cheese cookery techniques.

E12.4.4 Evaluate selected types of cheeses for nutritive value.

CRITERION-REFERENCED MEASURE

C12.4 Instructor-prepared checklist, all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT AREA

13. PREPARING MEAT, FISH, AND POULTRY

TASKS/COMPETENCIES

13.1 Prepare meat, fish, or poultry for cooking

13.2 Prepare casseroles using meat, fish, or poultry

13.3 Roast or bake meat, fish, or poultry

13.4 Broil meat or fish

13.5 Braise meat or poultry

13.6 Stew or simmer meat, fish, or poultry

13.7 Prepare soup stock

13.8 Prepare game such as venison, rabbit, or duck

CONTENT/CONCEPT

13. PREPARING MEAT, FISH, AND POULTRY

TASK/COMPETENCY

13.1 Prepare meat, fish, or poultry for cooking

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

13.1

PERFORMANCE OBJECTIVE

P13.1 Given uncooked meat, a whole fowl, or raw fish and access to necessary cutlery, prepare meat, fish, or poultry for cooking. The meat, fish, or poultry must be cut smoothly, not torn or jagged, must not contain pieces of chipped bone, and must be cut across the grain.

SELECTED ENABLING OBJECTIVES

E13.1.1 Identify types, cuts, forms, and grades of meat, poultry, and fish.

E13.1.2 List and follow applicable safety and sanitation rules.

E13.1.3 Determine desired size of cuts and portions.

E13.1.4 Demonstrate how to cut, trim, bone, and portion meat, poultry, and fish.

E13.1.5 Identify necessary hand cutlery.

CRITERION-REFERENCED MEASURE

C13.1 Meat, fish, or poultry prepared for cooking; cut smoothly, no pieces of chipped bone, cut across the grain.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

13. PREPARING MEAT, FISH, AND POULTRY

TASK/COMPETENCY

13.2 Prepare casseroles using meat, fish, or poultry

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

13.2

PERFORMANCE OBJECTIVE

P13.2 Given a recipe and necessary ingredients and supplies, prepare a casserole using meat, fish, or poultry. The casserole must be thoroughly cooked, must be free of bones or bone slivers, and must be free of spillovers and scorching.

SELECTED ENABLING OBJECTIVES

13.2.1 Identify types of casseroles.

13.2.2 Explain how to prepare meat, fish, and poultry for casseroles.

13.2.3 Define cubing, dicing, and boning.

13.2.4 Assess the nutritive value of casseroles.

CRITERION-REFERENCED MEASURE

C13.2 Casserole using meat, fish, or poultry; thoroughly cooked and free of bones or bone slivers, spillovers, and scorching.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

13. PREPARING MEAT, FISH, OR POULTRY

TASK/COMPETENCY

13.3 Roast or bake meat, fish, or poultry

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

13.3

PERFORMANCE OBJECTIVE

P13.3 Given meat and/or poultry, meat thermometer, recipe, and other required supplies, roast/bake meat or poultry. The meat or poultry must be prepared according to the recipe, easy to carve, evenly browned, moist, tender, hot, and have a fresh flavor. It must be cooked to the desired doneness as determined by the thermometer.

SELECTED ENABLING OBJECTIVES

E13.3.1 Identify cuts of meat, fish, or poultry suitable for roasting/baking.

E13.3.2 Explain how to use a meat thermometer.

E13.3.3 Identify ways to prepare meat, fish, or poultry for roasting/baking.

E13.3.4 Explain how to cook meat, fish, or poultry by roasting/baking.

E13.3.5 Outline procedures for roasting meat, fish, or poultry, using a microwave oven.

E13.3.6 Identify safety and sanitation rules for meat, fish, or poultry cookery.

E13.3.7 Explain how to attractively serve roasted or baked meat, fish, or poultry.

CRITERION-REFERENCED MEASURE

C13.3 Meat, fish, or poultry roasted or baked according to recipe; easy to carve, evenly browned, moist, tender, hot, with fresh flavor; cooked to desired doneness according to thermometer.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

13. PREPARING MEAT, FISH, AND POULTRY

TASK/COMPETENCY

13.4 Broil meat or fish

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

13.4

PERFORMANCE OBJECTIVE

P13.4 Given selected cuts of meat or fish and necessary supplies, broil meat or fish so that it is evenly browned, moist, hot, and cooked to desired doneness. Performance must be rated acceptable according to an instructor-prepared checklist.

SELECTED ENABLING OBJECTIVES

E13.4.1 Identify cuts or types of meat and fish suitable for broiling.

E13.4.2 Explain the broiling procedure, including safety precautions.

E13.4.3 Identify equipment necessary for broiling.

CRITERION-REFERENCED MEASURE

C13.4 Meat or fish broiled to desired doneness, evenly browned, moist, and hot; performance rated acceptable according to instructor-provided checklist.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

13. PREPARING MEAT, FISH, AND POULTRY

TASK/COMPETENCY

13.5 Braise meat or poultry

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

13.5

PERFORMANCE OBJECTIVE

13.5 Given meat or poultry, recipe, and a dutch oven or heavy skillet with lid, braise meat or poultry. Resulting product must be evenly browned, easy to cut, and moist. Performance must be rated acceptable according to instructor-prepared checklist.

SELECTED ENABLING OBJECTIVES

E13.5.1 Identify types or cuts of meat used for braising.

E13.5.2 Identify recipes using braised chicken or other poultry.

E13.5.3 Describe how to prepare meat or poultry for braising.

E13.5.4 Outline procedures for braising.

E13.5.5 Explain how to test for desired doneness.

E13.5.6 Explain or demonstrate how to use microwave oven for braising.

CRITERION-REFERENCED MEASURE

C13.5 Meat or poultry braised, evenly browned, easy to cut, and moist; performance rated acceptable according to instructor-prepared checklist.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

13. PREPARING MEAT, FISH, AND POULTRY

TASK/COMPETENCY

13.6 Stew or simmer meat, fish, or poultry

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

13.6

PERFORMANCE OBJECTIVE

P13.6 Given meat, fish, or poultry, a recipe and access to ingredients, stew or simmer meat, fish, or poultry. When completed, product must be browned, juicy, cooked thoroughly, and easy to cut .

SELECTED ENABLING OBJECTIVES

E13.6.1 Identify types and cuts of meat, fish, or poultry used for stewing or simmering.

E13.6.2 Identify recipes using stewed or simmered meat, fish or poultry.

E13.6.3 Describe how to prepare meat, fish, or poultry for stewing or simmering.

E13.6.4 Outline procedures for stewing or simmering.

E13.6.5 Explain how to test for doneness.

E13.6.6 Demonstrate how to stew or simmer using the microwave.

CRITERION-REFERENCED MEASURE

C13.6 Meat, fish, or poultry simmered or stewed until browned, juicy, cooked thoroughly, and easy to cut.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

13. PREPARING MEAT, FISH, AND POULTRY

TASK/COMPETENCY

13.7 Prepare soup stock

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

13.7

PERFORMANCE OBJECTIVE

P13.7 Given a recipe and necessary ingredients and equipment, prepare a soup stock according to the recipe provided. Stock must be clear, free from fat, and possess a fresh flavor.

SELECTED ENABLING OBJECTIVES

E13.7.1 List types of soup stocks and their uses.

E13.7.2 Identify procedure for making soup stock.

E13.7.3 Identify types or cuts of meat, poultry, or fish that are used for soup stock.

E13.7.4 Explain how to store soup stock.

CRITERION-REFERENCED MEASURE

C13.7 Soup stock prepared according to recipe; clear, free from fat, with fresh flavor.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

13. PREPARING MEAT, FISH, AND POULTRY

TASK/COMPETENCY

13.8 Prepare game such as venison, rabbit, or duck

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

13.8

PERFORMANCE OBJECTIVE

P13.8 Given a game animal such as venison, rabbit, or duck, a recipe and access to the ingredients, a sharp knife, a cutting board, a heavy skillet or baking pan, and a serving plate, prepare game so that it is thoroughly cooked, easy to cut, and evenly browned.

SELECTED ENABLING OBJECTIVES

E13.8.1 Identify various types of game such as venison, rabbit, and duck.

E13.8.2 Explain how to skin or defeather and clean the animal or fowl.

E13.8.3 Demonstrate how to place the meat on a cutting board and cut into serving size pieces, or stuff the animal or fowl according to the recipe directions.

E13.8.4 Demonstrate how to follow the directions of the recipe for cooking the game meat.

CRITERION-REFERENCED MEASURE

C13.8 Game prepared; thoroughly cooked, easy to cut, and evenly browned.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT AREA

14. PREPARING DESSERTS AND SNACKS

TASKS/COMPETENCIES

14.1 Prepare a cake from a specialty recipe

14.2 Frost and decorate cakes with decorator icing

14.3 Prepare pastry and pie fillings

14.4 Prepare candies

14.5 Prepare dessert sauces and glazes

14.6 Prepare frozen desserts

14.7 Prepare specialty desserts

CONTENT/CONCEPT

14 PREPARING DESSERTS AND SNACKS

TASK/COMPETENCY

14.1 Prepare a cake from a specialty recipe

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

14.1

PERFORMANCE OBJECTIVE

P14.1 Given a specialty recipe and supplies, prepare according to the recipe a cake such as a torte or one using fruit, nuts, or spices. Cake must be shaped appropriately, moist, and well flavored.

SELECTED ENABLING OBJECTIVES

E14.1.1 Review basic characteristics of various types of cakes.

E14.1.2 Examine recipes for tortes and other cakes made with fruits, nuts, and spices.

E14.1.3 Compare recipes for making standard cakes and specialty cakes.

E14.1.4 List qualities of a good torte and other cakes made with fruits, nuts, and spices.

E14.1.5 Compare storage procedures for different types of cakes.

CRITERION-REFERENCED MEASURE

C14.1 Cake prepared according to specialty recipe; appropriately shaped, moist, and well flavored.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

14. PREPARING DESSERTS AND SNACKS

TASK/COMPETENCY

14.2 Frost and decorate cakes with decorator icing

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

14.2

PERFORMANCE OBJECTIVE

P14.2 Given unfrosted cake, decorator frosting, and other necessary supplies or equipment, frost and decorate the cake with decorator icing. Performance must be rated acceptable according to an instructor-provided checklist.

SELECTED ENABLING OBJECTIVES

E14.2.1 Identify decorating equipment.

E14.2.2 Explain how to prepare a decorator frosting.

E14.2.3 Identify various decorations for cakes.

E14.2.4 Define principles and elements of design.

E14.2.5 Explain preparation of icings and frostings.

E14.2.6 Identify other foods that may be decorated.

CRITERION-REFERENCED MEASURE

C14.2 Instructor-provided checklist, all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

14. PREPARING DESSERTS AND SNACKS

TASK/COMPETENCY

14.3 Prepare pastry and pie fillings

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

14.3

PERFORMANCE OBJECTIVE

P14.3 Given a recipe, ingredients, and necessary equipment, prepare pastry and pie fillings. Performance must be rated acceptable according to instructor-provided checklist.

SELECTED ENABLING OBJECTIVES

E14.3.1 Define pie crust and pastry.

E14.3.2 Identify different types of pie crusts.

E14.3.3 Outline step-by-step procedure for making a pie crust.

E14.3.4 Compare the different types of pie fillings.

E14.3.5 List equipment needed to make pie crusts.

E14.3.6 Explain how to prepare pie crusts in a microwave oven.

E14.3.7 Examine commercially prepared pie crusts and mixes and rate their quality.

CRITERION-REFERENCED MEASURE

C14.3 Instructor-provided checklist, all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

14. PREPARING DESSERTS AND SNACKS

TASK/COMPETENCY

14.4 Prepare candies

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

14.4

PERFORMANCE OBJECTIVE

P14.4 Given necessary supplies, ingredients, and a standard recipe, prepare candies. Results must be rated acceptable according to instructor-provided checklist.

SELECTED ENABLING OBJECTIVES

E14.4.1 Define crystalline candy and noncrystalline candy.

E14.4.2 Explain or demonstrate how to use a candy thermometer.

E14.4.3 Explain preparation procedures for noncrystalline candies.

E14.4.4 Explain preparation procedures for crystalline candies.

E14.4.5 Identify qualities of good candy products.

E14.4.6 Explain or demonstrate candy-making procedures using a microwave oven.

E14.4.7 Explain techniques for making mints.

CRITERION-REFERENCED MEASURE

C14.4 Instructor-provided checklist, all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

14. PREPARING DESSERTS AND SNACKS

TASK/COMPETENCY

14.5 Prepare dessert sauces and glazes

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

14.5

PERFORMANCE OBJECTIVE

P14.5 Given recipe and necessary ingredients, prepare a glaze and a dessert sauce. The glaze must be well blended, have a thin consistency which thickens as it sets, and be free from lumps; the dessert sauce must be smooth, free from lumps, and have the thickness of heavy cream.

SELECTED ENABLING OBJECTIVES

E14.5.1 Identify uses of glazes and dessert sauces.

E14.5.2 Identify types of glazes and dessert sauces (e.g., chocolate, lemon).

E14.5.3 Explain procedure for preparing glazes and dessert sauces.

E14.5.4 Explain or demonstrate preparation of glazes and sauces in the microwave oven.

CRITERION-REFERENCED MEASURE

C14.5 Glaze: well blended, free of lumps, with thin consistency that thickens as it sets; dessert sauce: smooth, free of lumps, with thickness of heavy cream.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

14. PREPARING DESSERTS AND SNACKS

TASK/COMPETENCY

14.6 Prepare frozen desserts

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

14.6

PERFORMANCE OBJECTIVE

P14.6 Given a recipe and necessary ingredients, prepare a frozen dessert. Dessert must be prepared according to the recipe; be smooth in texture, firm in consistency, and contain no solid icy mass.

SELECTED ENABLING OBJECTIVES

E14.6.1 List various categories and types of frozen desserts.

E14.6.2 Differentiate between preparation techniques of different types of frozen desserts.

E14.6.3 Identify equipment used to prepare various types of frozen desserts.

E14.6.4 Compare preparation of commercial and noncommercial frozen desserts.

E14.6.5 Select a specific frozen dessert and outline step-by-step preparation techniques.

CRITERION-REFERENCED MEASURE

C14.6 Frozen dessert prepared according to recipe; smooth in texture, firm in consistency, containing no solid icy mass.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

14. PREPARING DESSERTS AND SNACKS

TASK/COMPETENCY

14.7 Prepare specialty desserts

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

14.7

PERFORMANCE OBJECTIVE

P14.7 Given necessary equipment and standard recipe, prepare one specialty dessert. Performance must be rated acceptable according to instructor-prepared checklist.

SELECTED ENABLING OBJECTIVES

E14.7.1 Identify various kinds of specialty desserts.

E14.7.2 Explain qualities of a good specialty dessert product.

E14.7.3 Describe equipment and techniques needed to prepare specialty desserts.

E14.7.4 Outline principles to be followed in the selection and serving of specialty desserts.

E14.7.5 Examine appropriate serving procedures.

CRITERION-REFERENCED MEASURE

C14.7 Instructor-prepared checklist, all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

TASK INVENTORY FOR

15. PRESERVING FOOD

CONTENT/CONCEPT AREAS

15.1 Can fruits or vegetables

15.2 Prepare jams, jellies, preserves, or marmalade

15.3 Prepare foods for freezing

CONTENT/CONCEPT

15. PRESERVING FOOD

TASK/COMPETENCY

15.1 Can fruits or vegetables

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

15.1

PERFORMANCE OBJECTIVE

P15.1 Given a sufficient amount of fruits or vegetables, a recipe or canning reference, necessary ingredients, and a pressure or hot water canner, can the fruit or vegetable. Canned product must be bright in color, be solid and not mushy or overcooked, and the liquid must be clear. The cans must be sealed and have the amount of headroom prescribed in the reference used.

SELECTED ENABLING OBJECTIVES

E15.1.1 Explain how to select jars for canning.

E15.1.2 Explain how to prepare fruits and vegetables for canning.

E15.1.3 Explain how to treat fruits and vegetables to prevent darkening.

E15.1.4 Prepare a syrup for canning fruits.

E15.1.5 Describe the cold or raw-pack method and the hot-pack method for processing fruits and vegetables.

E15.1.6 Compare the pressure canning method and the hot-bath method for processing fruits and vegetables.

E15.1.7 Explain safety precautions associated with canning and using home-canned products.

CRITERION-REFERENCED MEASURE

C15.1 Fruit or vegetable canned: bright in color, solid and not mushy or overcooked, with clear liquid; cans sealed with amount of headroom prescribed by reference.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

15. PRESERVING FOOD

TASK/COMPETENCY

15.2 Prepare jams, jellies, preserves, or marmalades

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

15.2

PERFORMANCE OBJECTIVE

P15.2 Given a recipe, and all necessary ingredients, supplies, and equipment, prepare jam, jelly, preserves, or marmalades. Performance must be rated acceptable according to an instructor-provided checklist.

SELECTED ENABLING OBJECTIVES

E15.2.1 Define jams, jellies, preserves and marmalades.

E15.2.2 Explain how to remove any stems, caps, pits, seeds, cores, and/or blemishes.

E15.2.3 Explain how to treat fruit to prevent darkening.

E15.2.4 Demonstrate the steps in preparing jams, jellies, preserves, and marmalades.

CRITERION-REFERENCED MEASURE

C15.2 Instructor-provided checklist, all applicable items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

15. PRESERVING FOODS

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

TASK/COMPETENCY

15.3 Prepare foods for freezing

COURSE

Life Management Skills II (8240)

15.3

PERFORMANCE OBJECTIVE

P15.3 Given an assortment of various types of foods that can be frozen, recipes or references on freezing, supplies, and equipment, prepare foods for freezing. Foods must be firm; thoroughly cleaned; free of stems, caps, cores, pits and/or blemishes; cooked properly as appropriate for specific types of foods; packaged; and labeled according to specific guidelines.

SELECTED ENABLING OBJECTIVES

E15.3.1 Compare and contrast methods of selecting and preparing various types of foods for freezing.

E15.3.2 Define blanch, steam blanch, and fully cooked.

E15.3.3 Select the proper packaging materials and supplies for freezing.

E15.3.4 Explain how to label foods for freezing.

CRITERION-REFERENCED MEASURE

C15.3 Foods prepared for freezing:
a) firm; thoroughly cleaned; free of stems, caps, cores, pits, and/or blemishes
b) cooked or prepared properly
c) packaged and labeled according to guidelines.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT AREA

16. CARING FOR INFANTS AND CHILDREN

TASKS/COMPETENCIES

16.1 Develop a plan for safety instruction

16.2 Identify behaviors and skills of each level of child development

16.3 Plan to assist children with personal hygiene tasks

16.4 Evaluate local child care facilities

CONTENT/CONCEPT

16. CARING FOR INFANTS AND CHILDREN

TASK/COMPETENCY

16.1 Develop a plan for safety instruction

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

16.1

PERFORMANCE OBJECTIVE

P16.1 Given a description of a child of a specific age and stage of development, develop a plan to teach that child a particular aspect of safety. Plan must be rated acceptable according to a checklist based on written guidelines provided by the instructor.

SELECTED ENABLING OBJECTIVES

E16.1.1 Identify basic teaching methods appropriate for children of various ages and developmental stages.

E16.1.2 Identify aspects of safety instruction that can be appropriate for very young children (water safety, protection from burns, techniques for climbing and descending steps, etc.).

E16.1.3 Identify aspects of safety instruction that can be appropriate for preschool or young elementary school-age children; for example, pedestrian safety or protection from abuse.

E16.1.4 Describe ways to teach older children various aspects of safety such as drug or alcohol abuse prevention or sports safety.

E16.1.5 Explain the importance of safety instruction for children of all ages.

E16.1.6 Identify resources or sources of assistance that one can use to teach children various aspects of safety.

CRITERION-REFERENCED MEASURE

C16.1 Instructor-provided checklist, all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

16. CARING FOR INFANTS AND CHILDREN

TASK/COMPETENCY

16.2 Identify behaviors and skills of each level of child development

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

16.2

PERFORMANCE OBJECTIVE

P16.2 Given references on the social, motor, and self-help skills of children and a list of behavioral characteristics, identify behaviors and skills of each level of child development by compiling a collection of pictures of children at various developmental stages. Each picture must be accurately labeled according to skills and behavioral characteristics exhibited.

SELECTED ENABLING OBJECTIVES

E16.2.1 Differentiate between behavioral characteristics and skills.

E16.2.2 Define social, motor, and self-help skills.

E16.2.3 Outline behavioral characteristics and skills developed at various ages.

E16.2.4 Compare and contrast behaviors and skills at various stages of development.

E16.2.5 Identify children's play patterns, such as exploratory play, passive play, parallel play, and creative/imaginative play.

E16.2.6 Relate play patterns to levels of social/physical development in children.

CRITERION-REFERENCED MEASURE

C16.2 Collection of pictures of children at various developmental stages, accurately labeled according to skills and behavioral characteristics exhibited.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

16. CARING FOR INFANTS AND CHILDREN

TASK/COMPETENCY

16.3 Plan to assist children with personal hygiene tasks

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

16.3

PERFORMANCE OBJECTIVE

P16.3 Given needed materials and references, plan to assist children with personal hygiene tasks by completing instructor-prepared worksheets with 90% accuracy.

SELECTED ENABLING OBJECTIVES

E16.3.1 List personal hygiene tasks.

E16.3.2 Determine which personal hygiene tasks a toddler and a preschooler are able to do.

E16.3.3 Describe ways to help children develop routines for specific hygiene tasks.

CRITERION-REFERENCED MEASURE

C16.3 Instructor-prepared worksheets, 90% accuracy required.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

16. CARING FOR INFANTS AND CHILDREN

TASK/COMPETENCY

16.4 Evaluate local child care facilities

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

16.4

PERFORMANCE OBJECTIVE

P16.4 Given specific child care needs, financial limitations, and transportation limitations, evaluate local child care facilities to determine those which meet the specific needs outlined. The child care facilities must meet approved state standards for operation and provide child care needed within a given budget and transportation limitations.

SELECTED ENABLING OBJECTIVES

E16.4.1 Examine the basic philosophies of various child care facilities.

E16.4.2 Interpret state and local standards for child care facilities.

E16.4.3 List child care facilities available locally.

E16.4.4 Develop a plan for the implementation and operation of a child care facility.

E16.4.5 Evaluate appropriateness of planned play activities at child care facilities.

CRITERION-REFERENCED MEASURE

C16.4 Local facilities evaluated to meet specific needs for child care within financial and transportation limitations outlined.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT AREA

17. CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME

TASKS/COMPETENCIES

17.1 Arrange visit to doctor's office or hospital

17.2 Administer food, fluids, and prescribed medication

17.3 Dress and undress a patient

17.4 Move patient in and out of bed

17.5 Change linens on an occupied bed

17.6 Take patient's temperature

CONTENT/CONCEPT

17. CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME

TASK/COMPETENCY

17.1 Arrange visit to doctor's office or hospital

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

17.1

PERFORMANCE OBJECTIVE

P17.1 Given a case study involving a sick, injured, or handicapped person in need of medical care, arrange a visit to the doctor's office or hospital for the person described by answering the questions accompanying the case study with 90% accuracy.

SELECTED ENABLING OBJECTIVES

E17.1.1 Explain proper procedure for scheduling an appointment with a doctor or at a hospital.

E17.1.2 Suggest appropriate methods for selecting a physician.

E17.1.3 Distinguish between emergency and non-emergency medical care.

E17.1.4 Describe symptoms of illness that require medical assistance.

E17.1.5 Explain procedure for arranging transportation.

E17.1.6 Describe specialized transportation needs of injured or handicapped persons and identify local methods of meeting those needs.

E17.1.7 Determine information needed to complete various medical forms.

E17.1.8 Identify methods of payment for medical services.

E17.1.9 Interpret various medical/hospitalization insurance plans to determine covered services.

E17.1.10 Suggest ways to lessen apprehension of young children faced with doctor or hospital appointments.

CRITERION-REFERENCED MEASURE

C17.1 Questions accompanying case study answered with 90% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

17. CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME

TASK/COMPETENCY

17.2 Administer food, fluids, and prescribed medication

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

17.2

PERFORMANCE OBJECTIVE

P17.2 Given a simulated situation involving a sick, injured, or handicapped person in the home, administer food, fluids, and prescribed medication as directed. Food and fluids must be administered slowly in bite-sized portions, with minimum spillage. Medication must be administered as prescribed on the label.

SELECTED ENABLING OBJECTIVES

E17.2.1 Determine nutritional requirements for bedridden persons of various ages and abilities.

E17.2.2 Describe procedures for preparing and serving foods to a patient in bed.

E17.2.3 Interpret instructions on the labels of selected prescribed medications.

E17.2.4 Demonstrate how to clean patient's face and clothing after feeding.

E17.2.5 Determine sources of community assistance involving home care of the sick, injured, or handicapped.

CRITERION-REFERENCED MEASURE

C17.2 Food and fluids administered to simulated patient, slowly, in bite-sized portions, with minimum spillage; medication administered as prescribed.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

17. CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME

TASK/COMPETENCY

17.3 Dress and undress a patient

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

17.3

PERFORMANCE OBJECTIVE

P17.3 Given access to a doll or mannequin to simulate a sick, injured, or handicapped person in the home, dress and undress the patient according to written guidelines or instructor demonstration. The patient's privacy and comfort must be maintained at all times.

SELECTED ENABLING OBJECTIVES

E17.3.1 Explain procedure for removing clothing from a patient.

E17.3.2 Explain procedure for dressing a patient.

E17.3.3 Describe ways to keep a patient comfortable while dressing and undressing.

E17.3.4 Explain the importance of maintaining a patient's privacy.

E17.3.5 Describe other procedures for maintaining a patient's appearance, such as assistance in brushing teeth, hair and nail care, skin care, and bathing.

CRITERION-REFERENCED MEASURE

C17.3 Doll or mannequin dressed and undressed according to written guidelines or instructor demonstration; patient's privacy and comfort maintained.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

17. CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME

TASK/COMPETENCY

17.4 Move patient in and out of bed

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

17.4

PERFORMANCE OBJECTIVE

P17.4 Given a simulated patient with limited mobility, move the patient in and out of bed according to written procedures or instructor demonstration. The patient's body must be supported at all times, and proper body mechanics must be employed to prevent injury to the mover.

SELECTED ENABLING OBJECTIVES

E17.4.1 Identify needs of patients for various transfers, including from one position to another while lying down, from lying to sitting position, from sitting to standing position, etc.

E17.4.2 Explain how to support a patient's body during various transfers.

E17.4.3 Explain the importance of proper body mechanics to prevent injury to a person lifting or moving heavy loads.

E17.4.4 Identify special equipment that can aid in the transfer of injured or handicapped patients.

CRITERION-REFERENCED MEASURE

C17.4 Simulated patient moved according to written procedures or instructor demonstration; patient's body supported; proper body mechanics employed.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

17. CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME

TASK/COMPETENCY

17.5 Change linens on an occupied bed

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

17.5

PERFORMANCE OBJECTIVE

P17.5 Given access to bed and necessary linens and a simulated patient, change the linens on an occupied bed according to written guidelines or instructor demonstration. Patient's comfort must be maintained.

SELECTED ENABLING OBJECTIVES

E17.5.1 Explain the importance of clean sheets for bedridden patients.

E17.5.2 Demonstrate techniques for conserving time and energy while making both occupied and unoccupied beds.

E17.5.3 Identify equipment and supplies designed to maintain the comfort of bedridden patients.

CRITERION-REFERENCED MEASURE

C17.5 Linens changed on occupied bed according to written guidelines or instructor demonstration; patient's comfort maintained throughout procedure.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

17. CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME

TASK/COMPETENCY

17.6 Take patient's temperature

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

17.6

PERFORMANCE OBJECTIVE

P17.6 Given a simulated patient, oral thermometer, tissue, alcohol, and watch with second hand, take patient's temperature by mouth. Thermometer must remain in place for three minutes, and temperature must be read to the nearest 2/10 degree F or 1/10 degree C. Thermometer must be disinfected before and after use.

SELECTED ENABLING OBJECTIVES

E17.6.1 Demonstrate how to shake down the mercury in a thermometer.

E17.6.2 Read thermometers with Fahrenheit and Celsius scales.

E17.6.3 List signs that indicate a person might have a fever.

E17.6.4 Identify normal range of body temperature.

E17.6.5 Give reasons why an infant's temperature is not taken orally.

E17.6.6 Demonstrate procedure for disinfecting a thermometer.

CRITERION-REFERENCED MEASURE

C17.6 Temperature taken by mouth: thermometer to remain in place for three minutes; temperature read to nearest 2/10° F or 1/10° C; thermometer disinfected before and after use.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT AREA

18. MANAGING INTERPERSONAL RELATIONSHIPS

TASKS/COMPETENCIES

18.1 Analyze communication skills

18.2 Evaluate personal development during adolescent and teenage years

18.3 Explore the role of the family in various lifestyles and cultures

18.4 Determine personal attitudes toward dating, marriage, and parenthood

CONTENT/CONCEPT

18. MANAGING INTERPERSONAL RELATIONSHIPS

TASK/COMPETENCY

18.1 Analyze communication skills

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

18.1

PERFORMANCE OBJECTIVE

P18.1 Given case situations involving spoken communication, analyze the communication skills of the persons described by completing with 80% accuracy the worksheet accompanying each case study.

SELECTED ENABLING OBJECTIVES

E18.1.1 Identify and describe basic concepts related to verbal and nonverbal means of communication.

E18.1.2 Compare productive and non-productive types of communication found in relationships.

E18.1.3 Examine gender differences in communication patterns.

E18.1.4 Describe various defense mechanisms and how they influence communication patterns.

E18.1.5 Complete self-analysis activities related to communication.

E18.1.6 Develop a plan to improve communication skills.

CRITERION-REFERENCED MEASURE

C18.1 Worksheets accompanying case studies completed with 80% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

18. MANAGING INTERPERSONAL RELATIONSHIPS

TASK/COMPETENCY

18.2 Evaluate personal development during adolescent and teenage years

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

18.2

PERFORMANCE OBJECTIVE

P18.2 Given resources and information on adolescents and teenagers, evaluate personal development during adolescent and teenage years by completing with 80% accuracy the assignment sheets and tests provided by the instructor.

SELECTED ENABLING OBJECTIVES

E18.2.1 Review personal values, goals, and standards of behavior.

E18.2.2 Outline needs and developmental tasks during adolescent and teenage years.

E18.2.3 List important concepts related to personal development.

E18.2.4 Examine physical, emotional, and social characteristics and changes of adolescents and teenagers.

CRITERION-REFERENCED MEASURE

C18.2 Instructor-provided assignment sheets and tests, 80% accuracy required.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

CONTENT/CONCEPT

18. MANAGING INTERPERSONAL RELATIONSHIPS

TASK/COMPETENCY

18.3 Explore the role of the family in various life-styles and cultures

----------Application----------

PROGRAM

CONSUMER AND HOMEMAKING

COURSE

Life Management Skills II (8240)

18.3

PERFORMANCE OBJECTIVE

P18.3 Given necessary resources for research, explore the role of the family in various lifestyles and cultures by completing with 80% accuracy the assignment sheets provided by the instructor.

SELECTED ENABLING OBJECTIVES

E18.3.1 Define the term family.

E18.3.2 Distinguish traditional, current, and emerging family structures.

E18.3.3 Examine the family life cycle, using various family structures.

E18.3.4 Differentiate the function and responsibilities of families within different cultures.

E18.3.5 Compare family traditions of various American cultures and those of other countries.

CRITERION-REFERENCED MEASURE

C18.3 Instructor-provided assignment sheets, 80% accuracy required.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

----------Application----------

CONTENT/CONCEPT

18. MANAGING INTERPERSONAL RELATIONSHIPS

PROGRAM

CONSUMER AND HOMEMAKING

TASK/COMPETENCY

18.4 Determine personal attitudes toward dating, marriage, and parenthood

COURSE

Life Management Skills II (8240)

18.4

PERFORMANCE OBJECTIVE

P18.4 Given case studies illustrating various attitudes toward dating, marriage, and parenthood, determine personal attitudes toward these issues by completing the worksheets accompanying each case study according to instructions.

SELECTED ENABLING OBJECTIVES

E18.4.1 List factors that promote success in human relations.

E18.4.2 Outline desirable and undesirable characteristics of a dating partner or mate.

E18.4.3 Distinguish between positive and negative reasons people marry and remain single.

E18.4.4 Differentiate between infatuation and mature love.

E18.4.5 List factors useful in building and strengthening a marriage.

E18.4.6 Outline the responsibilities and decisions related to parenthood.

E18.4.7 Examine various theoretical models for developing effective parenting skills.

E18.4.8 Explain growth and changes during parenthood at various stages of the family life cycle.

E18.4.9 Explain the challenges of parenthood.

CRITERION-REFERENCED MEASURE

C18.4 Instructor-provided worksheets completed according to instructions.

SELECTED INSTRUCTIONAL ACTIVITIES

SELECTED TOOLS AND MATERIALS

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

SECTION 2

PROGRAMS AND COURSES

Because of the nonpaid occupational nature of this program, no specific career, occupational, or vocational applications of consumer and homemaking competencies are discussed in this guide. The program and course described in this publication are not linked to specific or related titles in the Dictionary of Occupational Titles.

The program and course described in this guide are based on the task inventory presented in the preceding section and have been approved by the State Department of Education.

This section contains a program and course description for Life Management Skills II. Also included is a course outline cross-referenced to materials purchased by the Home Economics Education Service from sources outside Virginia. These materials contain learning aids and ideas for instructional activities that may prove useful to the teacher in presenting instruction related to the competencies in this guide.

Because of the variety of program options and grade levels on which Life Management Skills is taught, the teaching sequence is subject to local option, and no suggested sequence is included in this section.

SECONDARY COURSES AND PROGRAMS

PROGRAM TITLE: Consumer and Homemaking--Sequential Courses

DESCRIPTION: The objective of consumer and homemaking education is to prepare individuals for the occupation of homemaking with particular emphasis on consumer education for personal and family use. Other major areas provide instruction in the individual development of all family members; skill development in the areas of foods, clothing, housing, and home management; and preparation for marriage and parenthood. Life Management Skills I forms the basis for enrollment in specialized areas of homemaking and is recommended for enrollment in an occupational program. All courses meet five days a week. Extended learning experiences beyond the classroom are encouraged and are supervised by the home economics teacher.

CIP CODE: 20.0101

SUGGESTED GRADE LEVEL: 8, 9, 10, 11, 12

APPROVED COURSES	VA COURSE CODE
Life Management Skills I	8230
Life Management Skills II	8240

LIFE MANAGEMENT SKILLS II (8240)

COURSE DESCRIPTION: Life Management Skills II is a single-period, one-year elective course which expands upon the knowledge and skills acquired in Life Management Skills I. Content emphasized includes basic money management concepts; space management and work simplification; meal planning and preparation for the family; advanced clothing construction; and responsibilities of families.

PREREQUISITES: Life Management Skills I

SUGGESTED GRADE LEVEL: 9, 10, 11, 12

TASK/COMPETENCY SEQUENCE

SUBJECT TO LOCAL OPTION

Note 1: Instructors may wish to review the task inventory in Task Analyses: Life Management Skills I in order to incorporate areas of review into the task/competency sequence for Life Management Skills II.

Note 2: Teachers wishing to incorporate employability skills instruction in this course may choose applicable tasks and performance objectives from Mapping Out Success: A Guide to Navigating the Job Market, Virginia Department of Education, 1987.

COURSE OUTLINE

INFUSING VIRGINIA AND OKLAHOMA OBJECTIVES

CONTENT		LMS II OJBECTIVE	OKLAHOMA OBJECTIVE
I.	Selecting Clothing and Accessories		
	A. Art and design principles	P1.1	
	B. Selection criteria	P1.2	HEII 83C
	C. Fibers and fabrics	P1.3	HEII 25C
	D. Textile labeling information	P1.4	HEII 1C
II.	Maintaining Clothing and Accessories		
	A. Selection of appropriate alterations	P2.1	
	B. Fitting of garment for alterations	P2.2	
	C. Alteration operations	P2.3	
III.	Implementing Consumer Decisions in Constructing and Purchasing Clothing		
	A. Construction techniques	P3.1	HEII 177C
	B. Comparison of construction of commercially and noncommercially sewn garments	P3.2	HEII 133C
	C. Cost of ready-to-wear garments	P3.3	HEII 133C
IV.	Managing Financial and Personal Resources		
	A. Banking operations	P4.1	HEII 1H
	B. Credit	P4.2	
	C. Household records	P4.3	HEII 35H
	D. Buying practices	P4.4	HEII 61H
V.	Meeting Housing and Transportation Needs		
	A. Personal/family housing needs	P5.1	HEII 45F
	B. Housing selection	P5.2	
	C. Personal/family living space design	P5.3	HEII 1F; 45F
	D. Future housing needs	P5.4	
	E. Transportation models	P5.5	
	F. Automobile maintenance	P5.6	
VI.	Maintaining Housing Interiors, Furnishings, and Accessories		
	A. Household services and repair arrangements	P6.1	
	B. Paint application	P6.2	
	C. Curtain/drapery alterations	P6.3	

CONTENT		LMS II OBJECTIVE	OKLAHOMA OBJECTIVE
VI.	D. Framing and hanging of pictures	P6.4	
	E. Quilting techniques	P6.5	
VII.	Meeting Nutritional and Dietary Needs		
	A. Nutritional needs	P7.1	
	B. Nutritional value of daily menus	P7.2	
VIII.	Preparing to Cook and Serve Meals		
	A. Meal plans based on specified budget	P8.1	
	B. Cutlery sharpening procedures	P8.2	
	C. Cleanliness and sanitation	P8.3	
IX.	Selecting and Purchasing Groceries		
	A. Meat, fish, and poultry	P9.1	IEII 1D
	B. Fresh fruits and vegetables	P9.2	HEII 143D; 173D
X.	Preparing Fruits and Vegetables		
	A. Fruit/vegetable salads	P10.1	HEII 215D
	B. Uncooked salad dressings	P10.2	
	C. Braising/baking methods of preparation	P10.3	
	D. Broiling/microwaving methods	P10.4	
	E. Frying/sauteing methods	P10.5	
	F. Fruit/vegetable casseroles	P10.6	
	G. Dehydrated fruit/vegetable preparation	P10.7	
	H. Fresh fruit/vegetable juices	P10.8	
XI.	Preparing Breads and Cereals		
	A. Fruit and nut breads	P11.1	
	B. Yeast breads	P11.2	HEII 101D
	C. Cooked cereal	P11.3	
	D. Pasta	P11.4	
XII.	Preparing Egg and Dairy Products		
	A. Egg-thickened dressings and sauces	P12.1	
	B. Whipped cream	P12.2	
	C. Meringue	P12.3	
	D. Cheese dishes	P12.4	
XIII.	Preparing Meat, Fish, and Poultry		
	A. Preparation for cooking	P13.1	
	B. Meat/fish/poultry casseroles	P13.2	
	C. Roasting/baking methods	P13.3	
	D. Broiling methods	P13.4	

CONTENT		LMS II OBJECTIVE	OKLAHOMA OBJECTIVE
XIII.	E. Braising methods	P13.5	
	F. Stewing/simmering methods	P13.6	
	G. Soup stock	P13.7	
	H. Game meat preparation	P13.8	
XIV.	Preparing Desserts and Sauces		
	A. Specialty cakes	P14.1	
	B. Decorator icing	P14.2	
	C. Pastry and pie fillings	P14.3	HEII 49D
	D. Candies	P14.4	
	E. Dessert sauces and glazes	P14.5	
	F. Frozen desserts	P14.6	
	G. Specialty desserts	P14.7	
XV.	Preserving Food		
	A. Canning methods	P15.1	
	B. Jams, jellies, preserves, or marmalades	P15.2	
	C. Freezing method	P15.3	
XVI.	Caring for Infants and Children		
	A. Safety instruction	P16.1	
	B. Child development levels	P16.2	
	C. Personal hygiene tasks	P16.3	
	D. Child care facilities	P16.4	HEII 1E
XVII.	Caring for Sick, Injured, and Handicapped Persons at Home		
	A. Doctor's office/hospital visits	P17.1	
	B. Administration of food, fluids, and prescribed medication	P17.2	
	C. Dressing/undressing of patient	P17.3	
	D. Patient transfer techniques	P17.4	
	E. Changing of linens on occupied bed	P17.5	
	F. Patient temperature measurement	P17.6	
XVIII.	Managing Interpersonal Relationships		
	A. Communication skill analysis	P18.1	
	B. Personal development	P18.2	HEII 1G
	C. Role of family in various lifestyles and cultures	P18.3	
	D. Personal attitudes toward dating, marriage, and parenthood	P18.4	HEII 45G

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